

CAREER DEVELOPMENT ACTIVITY # 14



Title: Searching for Occupations Career Futures

Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0101: Acquire self-knowledge related to education and occupation exploration.

Objective .0102: Understand the role of work and society

Objective .0104: Identify and utilize the decision making/problem solving process.

Standard 8001.02: The student will explore applied technology education and related occupations.

Standard 8001.03: The student will utilize occupational information in the career planning process.

Objective .0301: Develop and awareness and understanding of six career fields.



Objective .0302 Locate and use occupational information.

Objective .0303 Develop basic employment and job skills.

Objective .0304 Engage in the career planning process

Time: 45-50 minutes

Materials:

- % Computer lab with *Career Futures* program accessible for individual student use.
- % NOTE: It is highly recommended that students have a way to save information from their *Career Futures* session electronically. Discuss the options with appropriate technical support personnel. Be prepared to guide students through the “retrieve” and “save” file procedures defined for your site.
- % Student TLC Record Books. 
- % Student “Chart Your Future” posters 
- % Results of student interest assessment – either in *Career Futures* electronic file, printed copy, or each student’s Chart Your Future poster.
- % Student Basic Skills information (also in *Career Futures* electronic file, from CDA #12, or alternative worksheet).

- % “Click-by-Click” instructions for *Career Futures* Search (You may want to print color copies on heavier paper to re-use as a class set, or make overhead transparencies).

Rationale: This activity will give students another opportunity to use *Career Futures* (the middle school program of the Utah Career Information Delivery System), a valuable career planning tool. Using the topics related to earlier activities accomplished in *Career Futures*, students will explore occupations related to their interests (CDA #7) and consistent with their basic SCANS skills (CDA #12). Other search topics can be used to focus students’ suggested lists of occupations, at the teacher’s discretion. Students will identify a short list of occupations to maintain in a “focus list” for further study.

What? In what activity will the student participate?

1. **(2 minutes)** Tell students that they will be using a different feature of *Career Futures* today. Emphasize that the *Career Futures* program is more than just a collection of activities; it can be a valuable career exploration tool, and will help them organize information to build an education/career plan. All the information they save electronically in their *Career Futures* session files can also be used when they move to the *Choices* system in high school.
2. **(5 minutes)** Guide students through your school’s defined procedure for accessing the *Career Futures* program, including the retrieval of any session files created as they completed CDA #'s 7 and 12.
3. **(30 minutes)** Guide students to the “Looking at Occupations” screen (shown in STEP ONE on the “Click-by-Click” handout – CD 14.4-CD 14.6). Using the “Click-by-Click” pages, guide students through the search process described, using at least the “Career Areas” and “Basic Skills” topics. (Try the optional activities as time permits.)
NOTE: The last step of the “Click-by-Click” handout tells students how they may print a copy of their “suggested lists.” If you *do not* want students to print, assure them that their suggested lists will be saved electronically and can be easily accessed using the program later.)

So What? What will the student learn as a result of participation in this activity?

(5 minutes)

- (1) Process with the students their experience in Career Futures by asking such questions as:
 - C How does using a Career Information Delivery System (CIDS), such as Career Futures, make searching for occupations easier than using printed materials?
 - C How did combining two factors--interests and skills--make the search easier? How would 2 factors be more difficult with printed materials ?

- C How much confidence can you have in the quality of information the Career Information Delivery System gives you? (Emphasize the concept of garbage in--garbage out--because the CIDS is a quality system designed to meet high standards the information that it delivers is also high quality.)

(2) During this activity students have developed a list of occupations, consistent with the factors they choose. They can focus in on 3 - 5 occupations of highest interest to create a personal list of occupations for further exploration. Their personal lists are tentative at this point, but they should note the occupations that they want to study further on their "Chart Your Future" posters in box #15, "File Your Flight Plan" . If there is time, ask for volunteers to reveal the occupations they're listing, and discuss ways to obtain more information about these occupations.

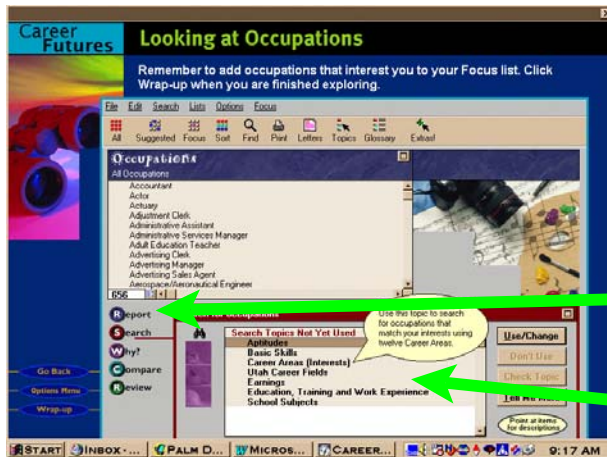
Now What? What can the student do with this new information in regard to career development?

- (1) Students have been introduced to the state CIDS and now know enough to use this education/occupation planning tool throughout their middle school/junior high and high school careers. Emphasize they can access this information for other class assignments. If this information is saved electronically it can also be imported into the CHOICES program at the high school.
- (2) Suggest to students that they look at the reports in *Career Futures* for the occupations they listed. Help them find the web-sites/addresses listed "For More Information," as well as "Related Resources" in the reports. You might also talk about courses they can take in high school that would help them learn more about their "favorite" occupations.

“Click-by-click”

Instructions for *Career Futures* Search

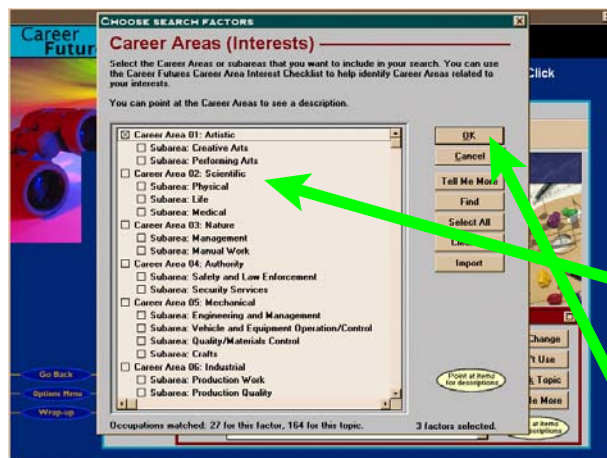
TEACHERS: note the “SAVE AS” option in the “File” menu as this provides the best access to the familiar “save as” dialog box. You can access the file menu by having students “continue” without naming their session file until they arrive at the “Options” page.



STEP ONE: Have your teacher give you instructions about retrieving, naming or saving session(s). Once you’ve made the naming and saving decisions, you’ll arrive at the **Options** screen. Click “Looking at Occupations,” then **Go** → to the screen shown here. The list of occupations appears at the top of the screen.

Click the “Search” button to view the **Topics Available** list in the lower half of the screen.

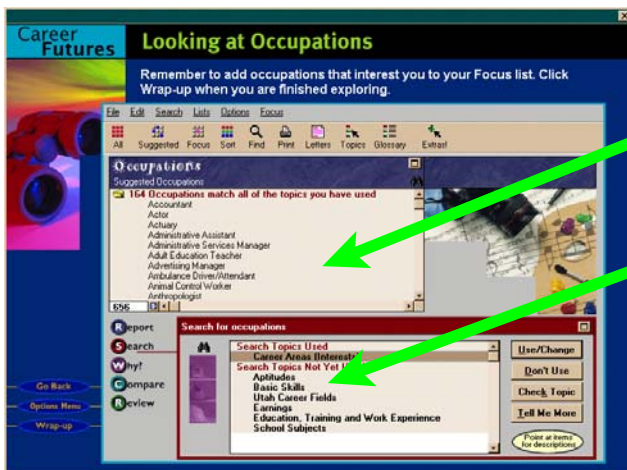
Double-click on the **Career Areas (Interests)** topic.



STEP TWO: This brings up the interests dialog box. If you saved the results of the **Career Futures** interest activity, and opened your electronic file in which those results were saved, there will be a message to let you know that some areas – reflecting the results of the interest activity – have already been marked. In any case, you will want to review the areas and sub-areas to assure that those that sound interesting to you have been checked. (Just click in the boxes to mark your top three areas of interest.)

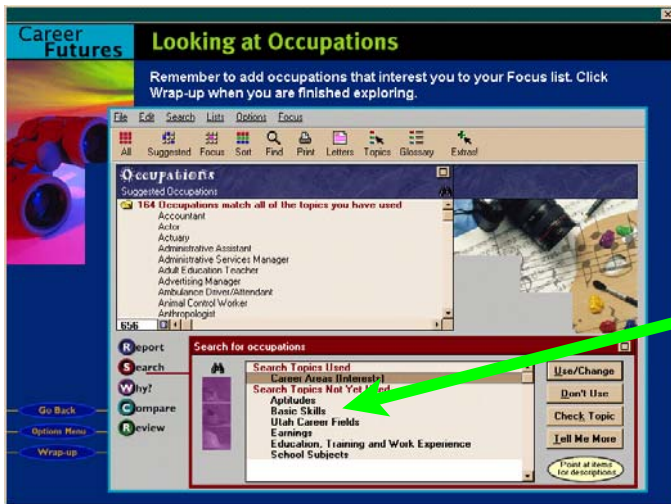
NOTE: If students haven’t saved their results, electronically, they could refer to Box # 7 on their “Chart Your Future” posters.

Now click **OK**.



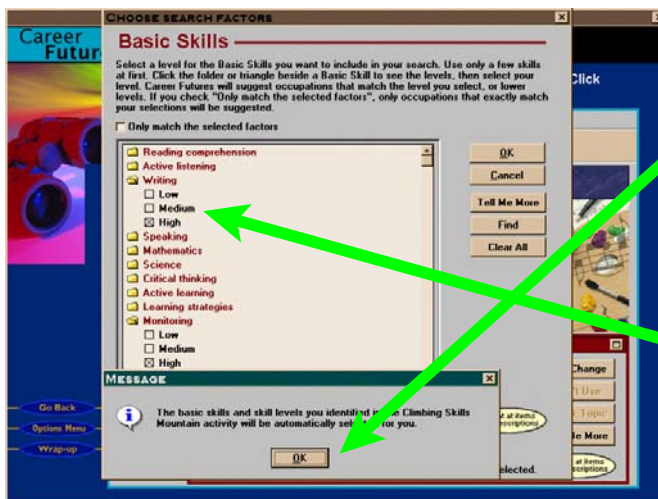
STEP THREE: The occupations list in the top half of the screen now reflects the results of your search by career interest area(s).

OPTIONAL: You can follow the same steps described above to add – or start with – the **Utah Career Fields** (compatible with Holland Codes) as a search topic.



STEP FOUR: Now you’ll add some factors related to your basic skills to search for occupations.

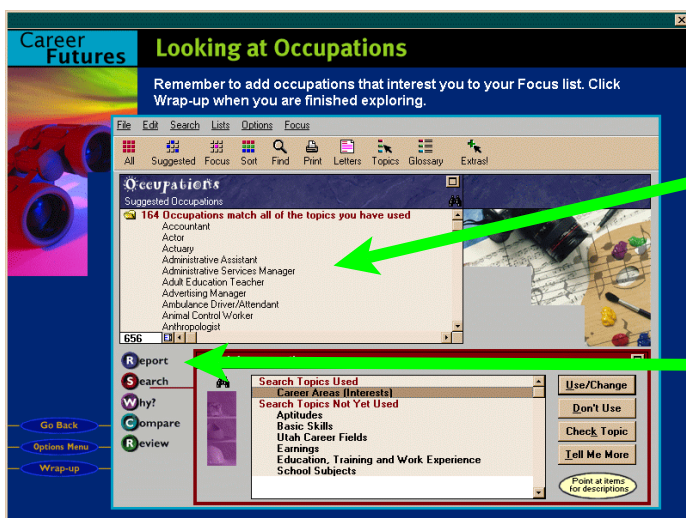
Double-click on the “Basic Skills” topic here.



STEP FIVE: Again, if you have the results of the “Climbing Skills Mountain” activity, they will automatically be imported to this search, and you will see this message box (click OK).

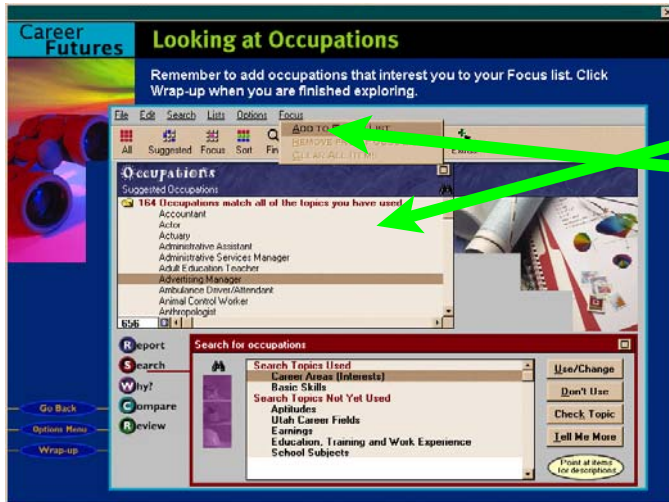
NOTE: If students haven’t saved their results, electronically, they could refer to Box # 12, “Basic Skills Cargo” on their “Chart Your Future” posters.

You can add or delete skills factors by opening the folders to reveal “low,” “medium,” and “high,” and then clicking in the appropriate box to reflect your level of skill. *It is recommended that you choose (no more than) three or four skills to use in your search.*



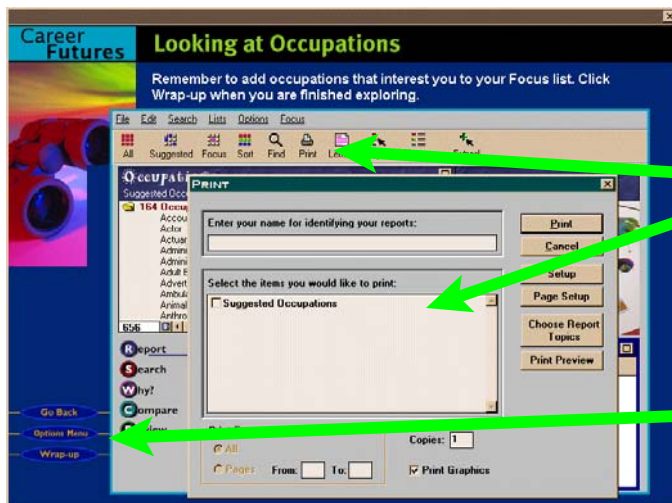
STEP SIX: Now the occupations listed in the top part of the screen are those that meet all the factors you’ve named in your search.

Take this opportunity to read the reports on 3-5 occupations that appear on your list. Simply click on the occupation you’re interested in so it is highlighted in blue, then click on the blue “Report” button. (The occupation report will appear in the bottom part of the screen.)



STEP SEVEN: Read completely through the occupations on the **Suggested List** in the top window. As you come to an occupational title that is of high interest to you, click on it. Then click on the **Focus** button, and on **Add to Focus**. Repeat this process to develop your personal list of "focus" occupations. (Your focus list should have 3-5 occupations on it.)

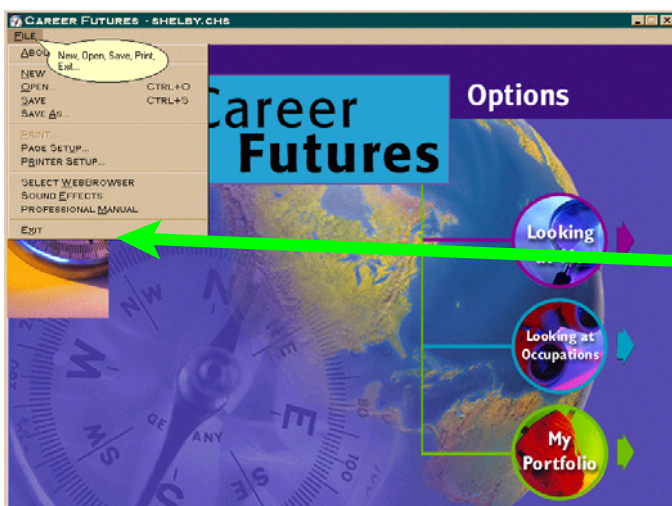
Now record the **three** occupations that are most interesting to you on your "Chart Your Future" poster. (Write in the box labeled "File Your Flight Plan – Occupations for Further Exploration.")



STEP EIGHT – OPTIONAL: *Check with your teacher!* If you would like a printed copy of the list of occupations that were suggested on the basis of your search, simply click the **Print** button. The print dialog box will show the options for printing.

You may also want to ask about printing a report for an occupation in which you have a special interest.

Click the **Options Menu** button to choose your exit options when you're ready.



FOLLOW YOUR TEACHER'S INSTRUCTIONS FOR SAVING YOUR CAREER FUTURES SESSION.

Click "EXIT" to end your session from the drop down menu.